



Welcome to Year 9

*Introductory Parent and Student
Information Session*

Welcome From The Principal

- Mr Derek Weeks



Outline of Tonight's Information Session ...

- **Welcome & outline of tonight's session from the Year 9 Deputy Principal (*Miss Tanya Grant*)**
- **Introducing the Year 9 Team and their roles (*Miss Tanya Grant and Team*)**
- **Focus of Year 9, Academic Success, Personal Best (*Miss Tanya Grant*)**
- **Some changes in 2025 (*Miss Tanya Grant*)**
- **Career Education Program & Other Engagement Opportunities (*Mr Charlie Rodger*)**
- **Wrap Around Support at A.C & AARAS (*Ms Lindsay Bartlett, Ms Hannah Webb & Ms Celie Forbes*)**
- **Parent Q & A (*All staff, parents, carers and students*)**



Who Are The Year 9 Team & What Are Their Roles?



Ms Tanya Grant
Deputy Principal



Mr Charlie Rodger
Head of Student Services
Year 9 & 10



Ms Celie Forbes
Inclusion Case Manager



Ms Lindsay Bartlett
Guidance Officer
Year 7,9 & 11



Ms Tracey Steele
Year Level Coordinator



Ms Hannah Webb
School Social Worker



Focus of Year 9 ...

- ***Establishing and embedding positive habits. Attendance, learning behaviours, positive relationships – staff and peers.***
- ***Investing in achieving personal best. Time, effort, commitment, support.***
- ***Becoming or continuing being active members of the A.C.S.H.S community. Getting involved in the fullness of school life where ever possible. Promoting a sense of belonging.***
- ***Exploring future pathways and areas of interest for future study in the senior years.***
- ***Full engagement in current subjects to develop skills and knowledge that will support subject selections for year 10 and success in year 10 preparatory subjects***



Academic Success and Personal Best ...

- ***The foundations students lay in terms of achieving their personal best with their academic results in year 9 are important for future subject selections. Keeping options open.***
- ***Pre requisites come into play when students are selecting subjects for year 11.***
- ***When moving from year 9 into year 10, students academic achievement in year 9 helps to ensure that they are making the right subject choices, that they will be successful in and are leading them towards their desired future pathway.***
- ***Students need to aim to develop and apply a focused approach to studies, putting in the time and effort to maximise learning and achieve their personal best.***



Keeping Everyone In The Loop... What's New in 2025

- ***Floating Junior and Senior assemblies 5 x per term.***
- ***Extended WAVE (Well being and values education) lesson. 1 x hour per week.***
- ***Year Level Assemblies are now once a week on a Wednesday from 8.50am to 9.00am.***
- ***1 x 1 hour Essential Skills Education lesson per week.***
- ***Change in day structure. Lesson 1 and 2, Break, Lesson 3, Break, Lesson 4.***
- ***School wide transition and movement to QLearn as the consistent platform to support student learning.***
- ***Year level staff support teams embedded in schools ways of working. The team is made up of the Year Level Coordinator (YLC), Head of Student Services (HOSS), Guidance Officer (GO), School Social Worker (SSW), Year Level Case Manager (Inclusion) and Year Level Deputy Principal.***



Career Education Program ...

- ***The Essential Skills Program runs every Wednesday during Period 4***
- ***Term 1 of the program is focusing on topics such as academic integrity and applying for part-time jobs***
- ***Term 2 and 3 of the program focuses on Career Education and subject selection***
- ***Subject selection for Year 10 will occur in the middle of Term 3***
- ***During Term 2 and 3, students will have access to HOD subject and pathways talks to give them a better understanding about the subjects we have on offer and the career paths that they can take.***
- ***During Term 2 students and parents will be invited to a subject selection information evening.***
- ***Careers and Pathways Day.***
- ***All resources for the Essential Skills Program are on QLearn***



Other Opportunities for Student Engagement ...

- ***Interhouse sports events – Swimming, Cross Country, Athletics, Netball, Touch Football, Basketball, Football***
- ***School sporting opportunities – AC Racing, District and Regional sport, Rugby League, Touch Football, Basketball, Volleyball, Netball***
- ***Programs of Excellence – Football, Media, Dance, Music, Visual Art***
- ***Student Leadership Opportunities - AC Volunteers, Student Representative Council, Interact***
- ***Other school clubs – Homework Club, Anime Club, AC Run Club, ESports***



Sporting Opportunities For Our Students ...

- ***School/District Sport Carnivals – Swimming, Cross Country and Athletics***
- ***TAM Gala Days***
 - ***Held Terms 2, 3 and 4 (Week 5) against local high schools at South Pine Sports Complex***
 - ***Multiple sports offered including: Netball, Basketball, Futsal, Beach Volleyball and Touch***
 - ***Training to occur during lunchtimes, before/after school.***
- ***District Sport Trials***
 - ***Opportunities to trial for your chosen sport (usually involves you being a participant outside school hours)***
- ***Extra Curricular Sporting opportunities***
 - ***Volleyball***
 - ***Basketball***
 - ***Rugby League***
 - ***AC Racing***
 - ***Football/Futsal***
 - ***AFL***



2024 TAM Basketball Champions



Wrap Around Support at A.C...

Learning Connections

Deputy Principal: Kym Everett kever19@eq.edu.au

Year 9 Inclusion Mentor: Celie Forbes cforb4@eq.edu.au

Our team of teacher aides – allocated to students with extensive and substantial needs

Support Provisions 2025

- *Case Management for substantial and extensive students*
- *Small classes*
- *Teacher Aide support*
- *Tutorials – in year 9 this is supported by medical documentation*
- *AARA – made by families/facilitated by case managers/DP*
- *Strength Based Profiles*
- *Differentiation and Reasonable Adjustments*



Wrap Around Support at A.C...Strength Based

What is a Strength-Based Approach ?

WHERE WILL 
my STRENGTHS
TAKE ME TODAY?

- Developed as a response to models that focus on the deficit (Seligman, 1996),
- the strength-based approach **seeks to view the individual holistically and**
- **explore their abilities and circumstances, rather than focusing on their weaknesses and deficits.**
- The challenges and the person are separate; however, the problem is never minimised.



Access Arrangements & Reasonable Adjustments - AARAs

- An AARA is a **support provision** that recognises that some students may have a disability, impairment or medical condition, or
- If they experience other circumstances that may affect their ability to respond and participate in assessment
- AARAs are **actions taken by the school** to assist these students
- What do they look like?
 - **Alternative exam conditions (extra time, rest breaks, separate seating)**
 - **Assistive technology**
 - **Extensions to assessments**
- Application is through the **AARA form** – this is on our school website.
- AARAs are approved by our DP (Mahoney Archer)
- In Senior, AARAs for assessments are Principal reported/QCAA approved. Parent information sessions in Senior years are provided.
- In year 9, please direct your questions to Year Level Inclusion Coordinator or our Inclusion DP Kym Everett.



Wrap Around Support at A.C...



Meet the **ACCESS** Team



Hannah Webb
Social Worker



Lindsay Bartlett
Guidance Officer
Year 7, 9 & 11



Kym Everett
Deputy Principal
Inclusion



Chloe Tarr
Guidance Officer
Year 8, 10 & 12



Emma McNaughton
School-Based Youth
Health Nurse (SBYHN)



Rebecca Smith
Defence Mentor



Lexi Daniels
First Nations
Mentor



Dane Clemments
First Nations
Support Officer



David Hockey
Chaplain



Nicole Kennedy
ACCESS
Teacher Aide



Role of the Guidance Officer

- Optimise student access and engagement in educational programs by facilitating effective working relationships with parents, school personnel and external support agencies
- Provide support to students concerning educational, behavioural, career development, mental health and family issues
- Make recommendations for educational adjustments and interventions
- Assist schools in the implementation of processes that may involve the development of individualised student plans



Role of Social Worker (Mon- Thurs)

- To assess students for barriers to academic and social success
- Advocate for student needs
- Provide advocacy and referrals to community or government organisations
- Provide support to students and their families
- Contact: hwebb97@eq.edu.au



Referrals

- Students can self-refer using a link on their home page.
- Parents can refer to ACCESS Team by requesting a link from the Year Level Co-ordinator.
- Staff members can also refer students.



Time Out

- 10 minutes in the ACCESS Hub to self-regulate
- Present card to teacher
- Sign in at the ACCESS Hub
- Complete check in form in booklet
- Choose a strategy to regulate emotions
- Sign out and return directly to class

Student and ACCESS team member create a goal regarding frequency of use.



Strategies

What do I need?

Strategies to try

Comfort		Distract		Express		Release	
Imagine your happy place. What do you see, hear, smell, taste and touch?	Wrap yourself in a soft blanket.	How many _____ can you think of? Eg. Colours, animals.	Draw 5 things you can see.	Write down how you are feeling.	What 10 adjectives best describe you?	Scribble on paper.	Squeeze a fidget or plushie as hard as you can.
Fill the gratitude jar with things you're thankful for. See page 11.	What would you say to a loved one who was feeling this way?	Think of 3 characters who you identify with and why.	Colour in a mandala. See page 12.	List 5 things you have to look forward to.	Write a letter to your past or future self.	Poke holes through a piece of paper.	Scrunch up your muscles as tightly as you can and then release.
Write a list of things you find comforting.	Draw a comforting place, person or object.	List objects 20 green, 15 red, 10 blue, 5 yellow.	Draw a picture without lifting the pen from the page.	If you were an animal, which animal would you be and why?	Write your own lyrics or change the lyrics to an existing song.	Complete breathing exercises. See page 14.	Draw or write how you're feeling and then rip it up into pieces.
Touch something soft, smooth or stretchy.	Identify three small things that have brought you happiness.	Write out the alphabet. Think of a food that starts with each letter.	Count backwards from 100 in 3s.	Draw your feelings using colours to express emotion.	Create an acrostic poem. See page 13.	Squash a cushion hard and gently let it go.	Write how you're feeling without judgement. See page 15.

MY TIME OUT STRATEGIES

Strategies that don't work	Strategies I want to try	Strategies that work for me



Mindful Activities

Gratitude Jar

In the jar below, please write down everything you are thankful for!



All About Me

Name _____

Age _____

Birthday _____

Grade _____

My Interests



Fun Facts About Me



My Favourite ...

Colour: _____

Food: _____

Pet: _____

Music: _____

Movie: _____

Season: _____

Place: _____

Sports: _____

Subject: _____

Something you should know about me ...



MINDFUL MANDALA

The word 'mandala' means circle and represents the universe. Mandalas are often used in mindful activities. You may like to try some mindful colouring below.



Time Out Contract



ACCESS Hub Time Out Card Contract



TIME OUT PROCESS:

1	Students must go to class for the first 15 mins of every lesson.
2	Students must check in at the reception desk upon arrival at the ACCESS Hub.
3	Students complete their 10 minutes of TIME OUT by: > Completing a <u>check in form</u> & a quiet mindful activity.
4	Student signs out at reception desk and receives a signed slip to give to their teacher.
5	Student goes straight to class from the ACCESS Hub.

CONDITIONS:

The ACCESS HUB:

- > is bound by the ACSMS Code of Conduct and therefore normal classroom rules apply. (e.g. phones away for the day; members quiet, calm atmosphere etc.
- > staff will intervene if student is unable to return to class after 10 minutes of TIME OUT.
(Students are required to follow the directions of ACCESS Hub staff. Incidents will be followed up with appropriate ACSMS staff and/or parent or carer)

The purpose of the time out card is to provide students with an opportunity to self-regulate during class time. Students will be asked to complete a check in form so that the relevant ACCESS staff member or case manager can monitor card use and class engagement.

If student misuses their time out card or uses it in excess, a review of card suitability will be conducted by Guidance Officer (GO), Head of Student Services (HSS) or Deputy Principal (DP).

Print Name:

Signature:

Student

Parent/Guardian

AC Staff



ACCESS HUB TIMETABLE 2025

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BEFORE SCHOOL	CLOSED				
ROLL CLASS 8.50am - 9am	YEAR 11 & 12 LEVEL ASSEMBLY	YEAR 10 LEVEL ASSEMBLY	YEAR 9 LEVEL ASSEMBLY	YEAR 7 LEVEL ASSEMBLY	YEAR 8 LEVEL ASSEMBLY
PERIOD 1 9.00am - 10.10am					
PERIOD 2 10.10am - 11.20am					
LUNCH 11.20am - 12.00pm	DROP IN SESSION ALL STUDENTS WELCOME				DROP IN SESSION ALL STUDENTS WELCOME
PERIOD 3 12.00pm - 1.10pm					
AFTERNOON BREAK 1.10pm - 1.40pm		CLOSED	CLOSED	CLOSED	
PERIOD 4 1.40pm - 2.50pm			YEAR 7 & 8 WAM YEAR 9, 10 & 11 CAREER EDUCATION		



Q & A...

Year 9 - Parent Information
Session 1 2025

